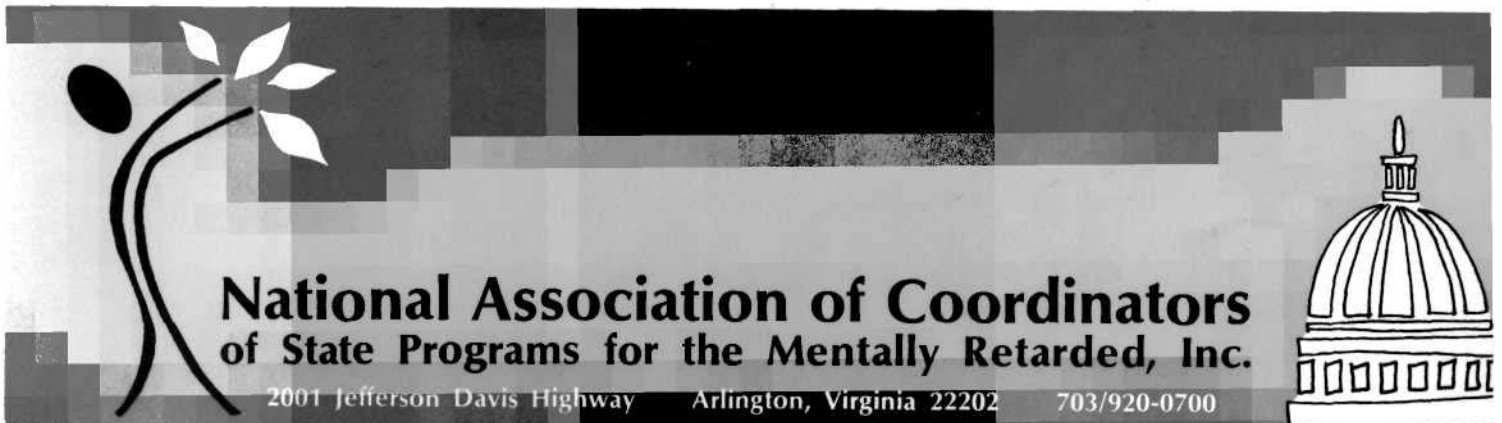


DAY TRAINING SERVICES FOR MENTALLY RETARDED CHILDREN:
A STATE - BY - STATE SURVEY



Nature of Program	TYPE OF SUPPORT	UNIT FOR DETERMINING STATE SUPPORT

DAY TRAINING SERVICES FOR MENTALLY RETARDED CHILDREN:
A STATE-BY-STATE SURVEY

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State Programs for the Mentally Retarded, Inc

May, 1974

Washington	
West Virginia	
Wisconsin	
Wyoming	
Puerto Rico	
Virgin Islands	1
* Does not have state	

State Planning Agency
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DAY TRAINING SERVICES FOR MENTALLY RETARDED CHILDREN:
A STATE-BY-STATE SURVEY

I. Introduction

Most observers would agree that, over the past decade, a tremendous growth has occurred in state support for day training services for mentally retarded children across the Nation. However, there continues to be a paucity of comparative information and data on the methods by which the various states support and operate specialized day training centers.

In order to help in filling this void in nationwide information, the National Association of Coordinators of State Programs for the Mentally Retarded, in cooperation with the New Jersey Division of Mental Retardation, developed a questionnaire (see Appendix A) and mailed it to the person in each of the fifty states (plus the Virgin Islands, Puerto Rico and the District of Columbia) who is responsible for day training services for the retarded. In most instances, this individual was the state's representative to NACSPMR; however, in those instances where an official from another state agency was in a better position to respond, the questionnaire was sent to that person.

The survey instrument was designed with three main objectives in mind: (1) to compile programmatic and budgetary data which would be useful to states in assessing the status of their own day training program; (2) to shed light on national trends involving education and training services to severely retarded children; and (3) to gain insights into the staffing, programmatic, and physical facility standards applied by the various states to day training centers.

Because of the wide diversity in terminology used across the country, for the purposes of this survey, the term day training services for the mentally retarded was defined as "comprehensive and coordinated sets of activities providing personal care and other services to preschool and school age mentally retarded children outside of their own homes, which are not operated by the public school system, during a portion of a 24-hour day."

II. Nature and Scope of Programs

The first part of the four-page questionnaire was designed to find out how many states operate, support or subsidize day training services and the administrative mechanism used to channel this support to the centers. In addition, information was requested on the amount of money states were expending in this area and how this support was calculated.

Of the forty-six states responding to the survey, forty-two indicated that they have some type of state operated day training program for the mentally retarded. The mechanism for supporting these programs varies from state to state and some states have more than one such program. State grants-in-aid are used in twenty-three states while twenty-four states support such programs through contractual agreements. Direct operating support to the facilities is provided in sixteen states

Out of forty-one states responding to this question, thirty use state approved operating budgets on which to base the amount of state aid allocated to each program, while six others base aid on a per capita or per client basis. A state-by-state breakdown of the method of support used in each state and the basis for determining the amount of aid is provided in Appendix B.

The amount of state funds expended on specialized day training programs ranged from \$25,000 in North Dakota to \$12,600,000 in Illinois. A total of \$63,481,088 was expended in the most recent fiscal year by the thirty-five states reporting their total expenditures. While the question was intended to obtain information on state appropriated funds, it was clear that a few states did not differentiate between state and federal monies in their reporting.

The number of day training centers in each state ranged from a state with six centers serving ninety-six clients to a state with 163 programs serving 12,000 clients.

State-by-state differences, of course, result in part from variations in population, differences in the number of programs supported, the level of state aid and cost-of-living differentials. Appendix C provides a state-by-state breakdown of expenditures,

percentage of state dollars used in operating day training centers and the number of clients per 100,000 population enrolled in state operated and supported centers.

Two questions were included in the survey to determine how many children were being served in non-state supported day training programs. Thirty of the forty-six states responding indicated that statewide estimates on the number of children being served in non-state supported programs were unavailable. The figures ranged from 12 to 1,500 in the thirteen states providing estimates. Only four states provided estimates on the number of children currently on a waiting list for services; these figures ranged from 0 in Hawaii to 305 in North Dakota.

Nineteen of the forty-six states indicated they had an estimate of the number of unserved children in the state. These estimates, for the most part, were based on either a recent statewide survey or on mental retardation prevalence estimates.

III. Program Operation

Most reporting states have established uniform eligibility criteria for children in state operated or supported programs. While 15 of the 42 states indicated that they had no uniform criteria, several did respond to some of the questions concerning eligibility.

The age range for clients varied from state to state, but several groupings were most commonly reported. Four states do not serve school age children. Twenty-two states have an upper age limit of from 16 to 26 years; 15 states had no lower age limit; and 13 states have a lower age limit of from 1 to 6 years. Three states indicated no age limits at all.

Of the 32 states responding, 26 indicated that they serve the moderately retarded, 32 serve the severely retarded and 31 serve the profoundly retarded. Looking at it in a different way, 25 serve children from all three classifications; six serve only the severely and profoundly retarded; and one serves the moderately and severely retarded. Out of 32 states, only two require the clients to be ambulatory; only one requires toilet training; nine require clients to be residents of a defined catchment area; and twenty states serve only clients who have been excluded from a public school program.

Twenty-six of the forty-one states operating or supporting day training programs do so on a twelve month basis and five operate ten month programs. Ten states have programs operating on both a ten and a twelve month basis.

Payment of parental fees is handled by a variable fee schedule based on family income by eight of the nine states which have

a uniform criteria for fee payment. The remaining 35 states responding to this question have no uniform criteria. Ten of these have no criteria because the services are offered free of charge, while, for the most part, the other twenty-five states leave the establishment of criteria for fee payment to the discretion of the individual day training center.

A final question on program operation requested information on whether or not state support included the cost of transporting clients to and from the program and, if so, how this service was furnished. Thirty-two out of forty-two states provide transportation expenses - twenty-six as part of the state approved operating budget of the center and three by a special per capita transportation allowance to the centers.

IV. Licensing, Program Standards and Monitoring

Forty-four states responded to this section of the survey. Thirty-six states require that state operated day training services be licensed by the state for at least health, sanitation, fire safety and the adequacy of the physical plant. Twenty-nine states have program licensing as well.

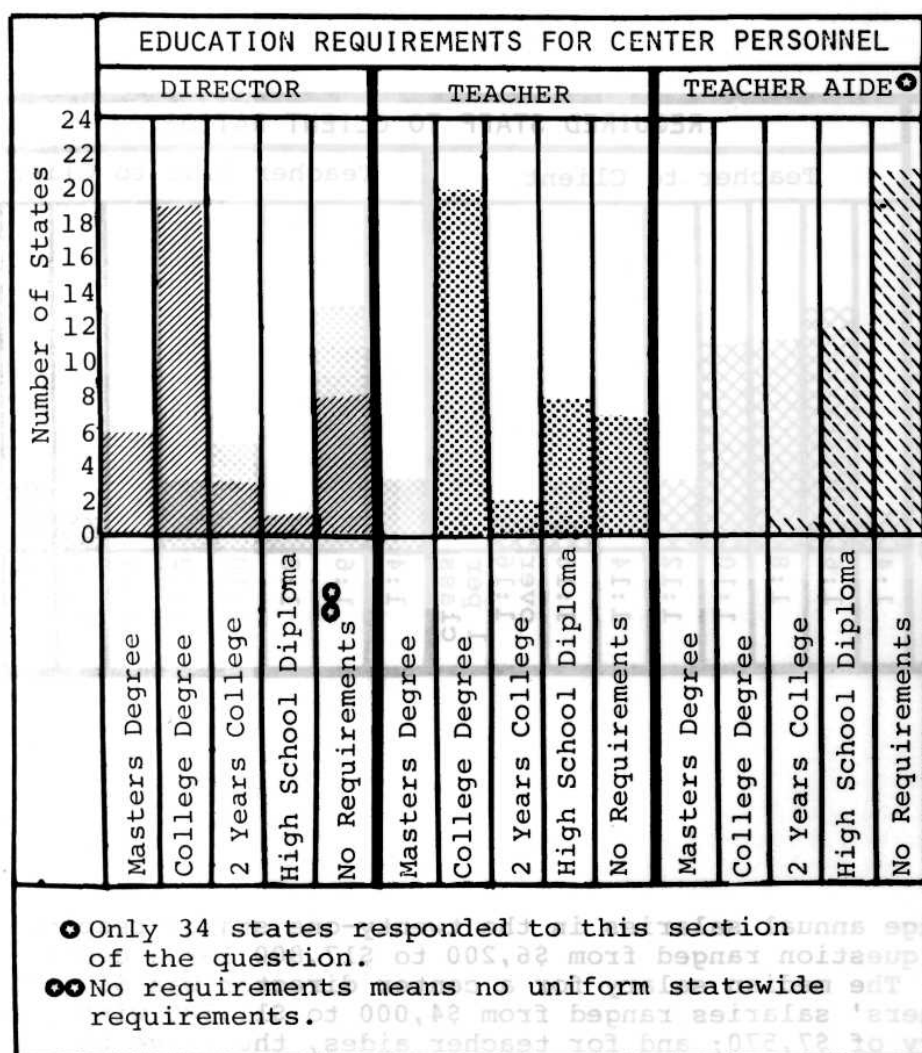
Twenty-four states indicated that licensing was the responsibility of the individual umbrella agency such as health and social services, health, welfare, etc., without specifying a particular division of the agency. The Department of Education has licensing authority in three states and the mental retardation office or division in two other states. Twenty-six of the thirty-six states reporting have separate program operating standards which require licensing but in only fourteen states is the licensing agency for physical facility standards and program operating standards the same. The office of mental retardation has this authority in nine states, umbrella departments or "super" agency in fourteen states and the Department of Education in three states.

The most frequently mentioned method for monitoring the quality of services rendered in state-aided day training centers was periodic site visits by a staff member or team of staff members from the licensing agency. Almost one-half of the states gave answers to this question which indicated a lack of understanding. For example, a number of states indicated that funds are withheld from centers which fail to comply with state standards without indicating how facts are gathered to assess a center's performance.

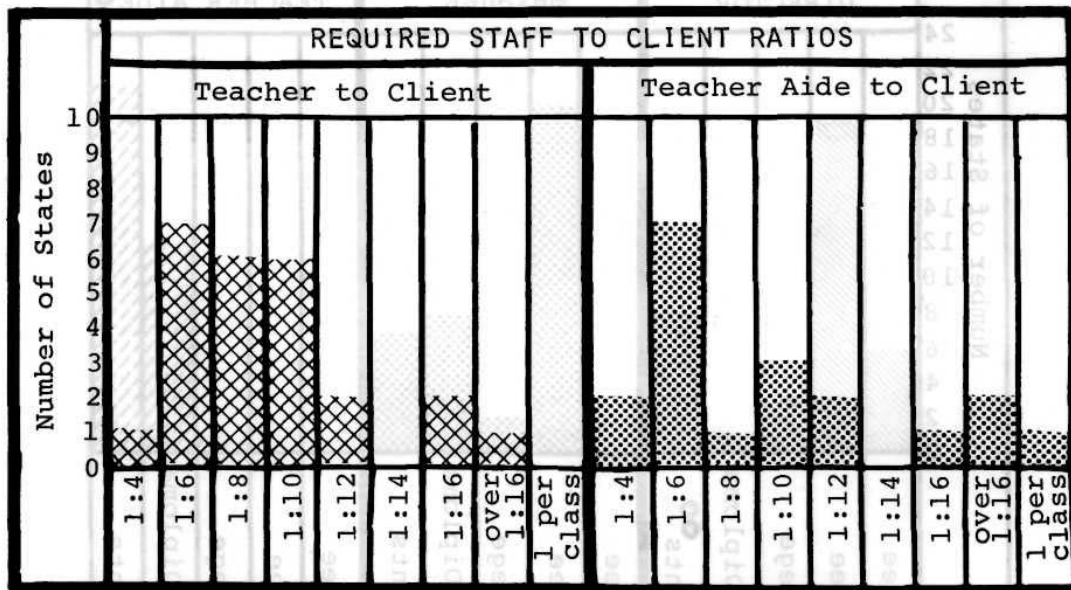
V. Staffing Requirements

This section of the survey was included to determine the characteristics of staff employed by the centers in terms of

number, level of education and salary ranges. The following chart provides a breakdown of the level of education required by center directors, teachers and teacher aides in the thirty-seven states responding to this question:



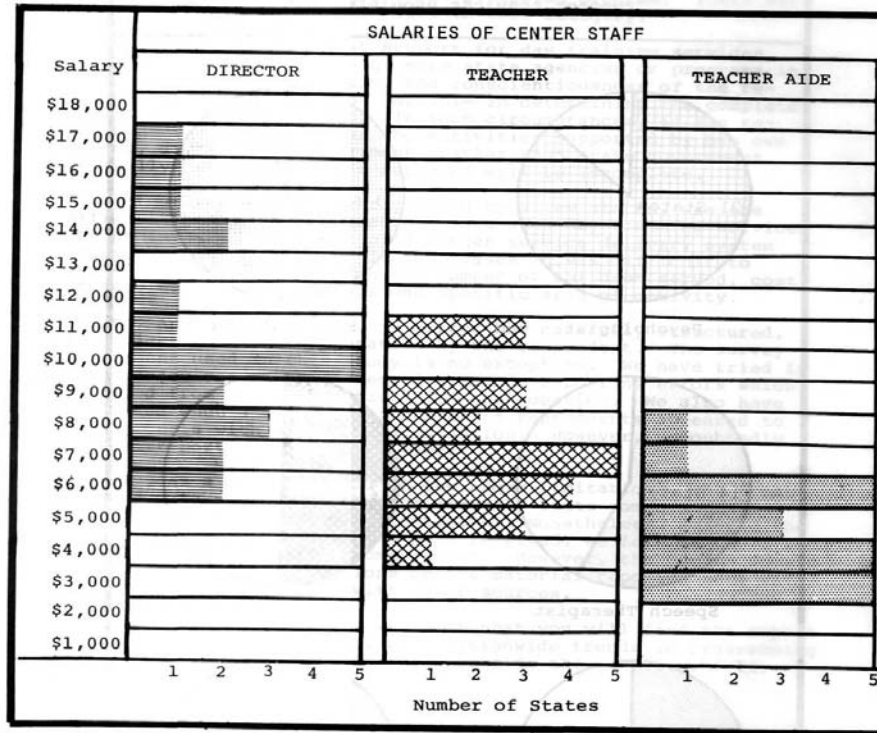
Teacher-to-client and teacher aide-to-client ratios showed a great deal of diversity among the forty-six states. Nine had no standard requirements; four states had ratios which varied according to the age of the client and/or the program; and eight states had no information available. The following chart shows the ratios as reflected in the remaining twenty-five states:



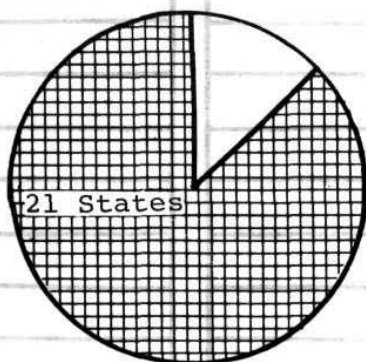
Average annual salaries in the twenty-one states responding to this question ranged from \$6,200 to \$17,800 for a center director. The median salary for a center director was \$10,670. Teachers' salaries ranged from \$4,000 to \$11,500 with a median salary of \$7,570; and for teacher aides, the range was from \$2,938 to \$8,300 with an average annual salary of \$4,910. A more complete picture is shown in the following chart:

While most centers do not employ full time professionals such as a psychologist, social worker, etc., a good many states require them to offer supportive services to their clients as indicated by the following chart:

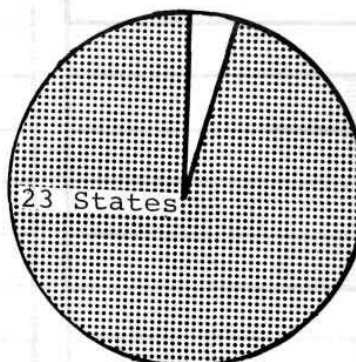
7.



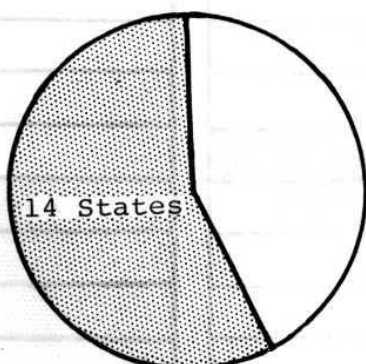
SUPPORT SERVICES REQUIREMENTS*



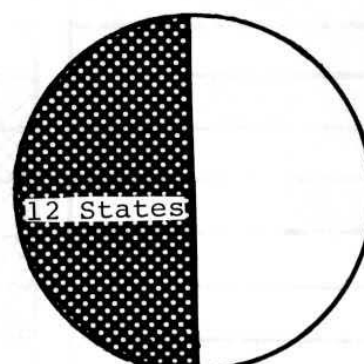
Psychologist



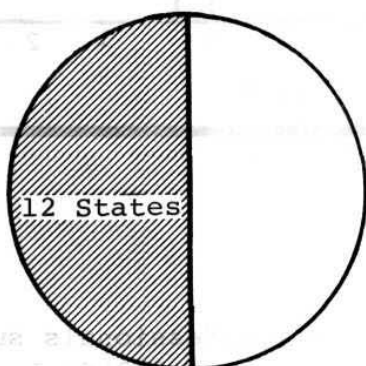
Social Worker



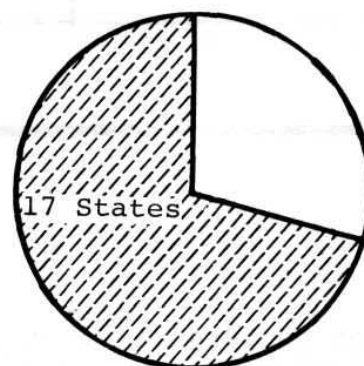
Speech Therapist



Nurse



Other



No Requirements

*Based on responses from 41 states.

VI. Impact of Current Trends in Education

In the past two years, a flurry of suits have been filed in federal district courts across the country to establish the right of every handicapped child to a free public education. Stirred by these developments, much has been written about the so-called zero reject principle - that every child can benefit from an educational experience and is entitled to receive it through the public schools.

In order to determine the impact of these new developments on day training programs, an open-ended question was included in the survey instrument. The responses received from the forty-one states commenting on the effect of new educational trends in their states are difficult to summarize. The one clear impression that came across, however, was that changes in public school programming for mentally retarded children are, indeed, having a definite impact on the delivery of day training services. The most common remark was that, because of the extension and strengthening of special education mandates in the states, day training centers are concentrating on children of preschool and post-school ages. Although the evidence is still sketchy, there appears to be a definite trend in this area.

VII. Conclusions

As indicated above, the purpose of this survey was to gain some impressions of current programmatic and budgetary trends in the delivery of daily training services to retarded children outside the public school system. It was not intended to be an exhaustive, indepth analysis of the subject area and, indeed, there are a number of striking ambiguities in the data reported (see Section VIII, "Limitations of the Study" below).

Nonetheless, the information gathered does provide a rough idea of the nature and scope of specialized day training programs for the retarded - at least those programs which receive some form of state aid. It also points up the need for further reflection and exploration of several areas touched upon in the survey. Let us examine a few of these implications of the study:

1. Diversity Among the States. Perhaps the most striking feature of the data is the wide variation among the states in their mechanisms for supporting retarded children in day training centers. For example, if one accepts the accuracy of the figures reported, Wisconsin assists over 75 times the number of children in day training centers as some of the low service states. West Virginia annually expends \$3,333.00 per capita to educate severely retarded children in day training centers; by comparison Wyoming's annual per capita expenditures are only \$104.00.

How can one account for these tremendous differences? Certainly, part of the per capita cost spread can be explained by the variation in levels of state support for day training programs. One state pays only five percent of the costs of operating such programs while three others provide 100 percent support. Of the thirty-six states responding to this question, twenty-six provide fifty percent or less of the operating budgets of local day training programs and eight provide over 75 percent support.

One might hypothesize that there would be an inverse correlation between the number of children enrolled in day training programs and the percentage of retarded youngsters served in the public schools. While, on the surface, this would seem to be a sensible presumption, due to the lack of reliable statistics on the number of trainable children enrolled in the public schools, it is impossible to draw a valid comparison at this time.

2. Program Standards. Historically, day training programs for severely retarded children had their origins in small, private schools run by parents whose children had been rejected by the public school system. With little or no public aid and limited charitable contributions, their programs were often run on a shoestring budget and depended heavily on parents and community volunteers.

In the late 1950's and the 1960's, the public schools across the Nation, spurred by growing public concern, began to develop classes for trainable retarded children. However, the most severely handicapped, multiply disabled children continued to be rejected by the public schools and, as a result, a parallel system of state aid developed for such children -- mainly delivered through privately operated day training centers in the community.

With increased state support, has come a growing recognition of the need for better structured day training programs, which emphasize the acquisition of self-help, socialization and developmental skills, and a demand for higher programmatic standards. This new emphasis is reflected in the mandated staffing ratios and the fact that twenty-six states now require that centers meet established program standards in order to qualify for state aid.

However, the last vestiges of second class services have not yet been shaken. For example, nearly half the states reported either no requirements or less than a baccalaureate degree required of teachers in day training centers. The median salary of day training center teachers reported in this survey (\$7,570) was far less than the national

average salary of classroom teachers in the public schools (\$10,670).¹ The fact that almost half the states apparently have limited capability of monitoring the quality of services rendered in state-aided day training centers must also be a matter of concern.

Hopefully, application of the newly issued standards for community facilities² and the adoption of client assessment and reporting systems in a small but growing number of states will help to correct the latter problem. For the present, however, questions concerning the overall quality of day training programs are still largely unanswered in many states. The sketchy evidence contained in this report suggests that, despite recent progress, many centers still require considerable improvement.

3. Interaction Between Public Schools and Day Training Centers. As indicated earlier, the establishment of day training centers for retarded children was a direct outgrowth of the failure of the public schools to provide specialized services for such children. As school systems began to assume this responsibility, day training programs adapted their programs to serve more severely handicapped youngsters living in the community.

The recent flurry of litigation involving the rights of handicapped children to a free public education strongly suggests that the public schools have a responsibility for educating all handicapped children - regardless of the nature or degree of their handicaps. A number of state education systems are moving quite rapidly to assume this responsibility.

Some still question whether the public schools have the capability and flexibility to break the traditional educational mold and deliver the types of developmental services required by severely impaired children whose disabilities are often multi-faceted in nature and devastating in their cumulative effects. A few public schools have demonstrated their capability to deal quite successfully with such children and many others are now launching similar programs. However, the preponderance of such children are still not served by the public schools.

-
1. Based on provisional 1973-74 figures supplied by the National Center for Educational Statistics.
 2. Standards for Community Agencies Serving Persons with Mental Retardation and Other Developmental Disabilities, Accreditation Council for Facilities for the Mentally Retarded, Joint Commission on Accreditation of Hospitals, 1973.

If, indeed, the public schools are to assume the responsibility for programming for severely retarded youngsters, what is the future role of day training programs in the community? In answering the survey question concerning the expanded role of the public schools, several respondents indicated that centers in their states were increasingly (or exclusively) concentrating on preschool and post-school handicapped children and adults. However, the trend in state special education laws is clearly toward the extension of public school services to younger and younger children.³ A few states even permit the public schools to serve handicapped persons beyond the age of 21. On the other hand, there is developing in a few states a system whereby the public schools fulfill their legal mandate by contracting for services to certain severely handicapped children with local day training centers and other service providers.

Clearly the question of the future role of day training centers is one which deserves a good deal more attention. This survey report has only grazed the surface of the issues involved.

VIII. Limitations of the Study

Any survey report of this type has built into it a number of limitations. It is imperative that the reader understand and appreciate these limitations in considering the reported data.

First, because of the limitations on staff time and money, no effort was made to resolve apparent ambiguities in the reported data or to verify the data against other sources or through personal interviews. Undoubtedly, some errors have slipped in. Therefore, the report itself should be viewed as a "first cut", subject to revision and updating at a future time. We would appreciate hearing from readers concerning any major errors or discrepancies in the data contained in this report.

Second, respondents to the survey questionnaire purposely were limited to key state officials, again because of time and financial restrictions. As a result, the accuracy of some of the data may be questionable. For example, while some states apparently had intra-state data on matters such as staff salaries, many did not and were forced to answer the questions based on

3. Note, for example, that the model state education law developed by the Council for Exceptional Children recommends that such laws "authorize the provision of educational services to handicapped children and youth from birth to age 21." State Law on Education of Handicapped Children: Issues and Recommendations, CEC, 1971, p. 26.

their subjective knowledge of the statewide program. There were a number of questions which fell in this category.

Third, given the fact that support for day training services are channeled through two or more state agencies or programs in some states, the perspective and conscientiousness of the respondent was a significant variable in determining the completeness of the data reported. In such circumstances, if the respondent focused purely on the activities supported by his own bureau, division or department (rather than state government generally) the information reported will be incomplete.

A related problem, apparently faced by a few states, was the difficulty in providing accurate data when day training services are an integral component of a larger service delivery system (regional center, etc.). In such cases it was difficult to separate out information on the number of children served, cost of services, etc., for this one specific area of activity.

Fourth, any questionnaire, no matter how carefully structured, is subject to misinterpretation by the respondent. The survey instrument used in this study is no exception. We have tried in our summary report to disregard apparent reporting errors which resulted from misinterpretation of the question. We also have indicated when a significant number of respondents appeared to have trouble with a particular question. However, undoubtedly some misreporting has been missed.

Finally, as a result of all of the above limitations, the treatment of data - particularly the state-by-state comparisons - should be considered highly tentative. Nonetheless, despite the recognized limitations of the data received, we felt it would be instructive to draw some comparisons. However, the reader should not base any firm conclusions on the material reported here without cross referencing it with other sources.

Despite these limitations, we trust that you will find the report helpful in understanding current nationwide trends in programming for severely handicapped children outside the public schools.

APPENDIX

SURVEY QUESTIONNAIRE ON SPECIALIZED DAY TRAINING
SERVICES FOR MENTALLY RETARDED CHILDREN

Definition: For purposes of this questionnaire, the term day training services for mentally retarded children is defined as "comprehensive and coordinated sets of activities providing personal care and other services to preschool and school age mentally retarded children outside of their own homes, which are not operated by the public school system, during a portion of a 24 hour day. Services include a variety of creative, social, physical and learning activities which emphasize maturation of the child. Such programs are designed to provide at least personal care, training, counseling and recreation services carried out under careful supervision".

I. NATURE AND SCOPE OF PROGRAM

- A. Does your state operate, support or subsidize the operation of specialized day training programs for the mentally retarded? Yes _____ No _____
- B. If so, how is such support channeled to local day training programs? Through:
- state grants-in-aid _____
- contractual agreements _____
- direct operating support _____
- to state-run facilities _____
- other (specify) _____
- C. How much did the state expend on specialized day training programs for the mentally retarded in the past fiscal year (), or biennium ()? \$ _____
1. No. of centers or programs supported _____
 2. Estimated or actual no. of children served _____
 3. On the average, what percentage of the operating expenses of supported programs were funded through state dollars? _____ %
- D. Is the amount of state aid figured on (check one)
- () per capita or per client basis; if so, indicate per capita state aid per annum \$ _____
- () no. of classroom or teacher units _____
- () state approved operating budgets _____
- () other (explain) _____

E. Are statewide estimates available on the number of children served in non-state supported day training centers for mentally retarded children? Yes ____ No ____.
If yes, give number _____. Numbers known to be on waiting list for day training services _____.

F. Are statewide estimates available on the number of retarded children in need of specialized day training services who are not presently enrolled in programs? Yes ____ No ____.
Cite basis for estimate (survey data, M.R. prevalence estimates, etc.) _____.

G. PROGRAM OPERATION

A. Does the state establish uniform eligibility criteria for children in state operated or supported day training centers for mentally retarded children? Yes ____ No ____.
If so, indicate the criteria used:

1. Age range _____ to _____
2. Degrees of retardation: () moderate () severe () profound
3. Must client have been excluded from public schools? Yes ____ No ____
4. Must client be ambulatory? Yes ____ No ____
5. Must client be toilet trained? Yes ____ No ____
6. Must center serve only children in a defined catchment area? Yes ____ No ____
7. Other requirements (explain) _____

B. Does the state support day training programs on a ten month () or twelve month () basis?

C. Has the state established criteria for payment of parental fees on behalf of children in state operated or supported day training centers? Yes ____ No ____

- () No state criteria established; left to discretion of local centers
- () Service must be offered free of charge regardless of family income
- () Variable fee schedule established based on family income. Copy enclosed ().
- () Other (explain) _____

D. Does the state operate or subsidize transportation for retarded children attending state-operated or supported day training programs? Yes ____ No ____.
If so, how is this support furnished:

- () transportation system operated or contracted by the state
- () part of state approved operating budgets for center
- () special per capita transportation allowance to centers

III. LICENSING, PROGRAM STANDARDS AND MONITORING

- A. Are specialized day training center for the mentally retarded licensed by the state? Yes _____ No _____
If so, which state agency has licensing responsibility?

- B. Do these licensing requirements include (check all appropriate boxes):
- () health and sanitation standards
() physical facility and fire safety standards
() staffing requirements and other programmatic standards
- C. Are separate program operating standards established by the state? Yes _____ No _____ If so, which state agency is responsible? _____
- D. What capability does the state have for monitoring the quality of services and/or enforcing program standards in state operated or supported day training centers for the mentally retarded (explain briefly) _____

IV. STAFFING REQUIREMENTS

- A. The state has established the following education and training requirements for state aided or operated day training center personnel (check appropriate boxes):

Pers. Category	No Requirement	High School Diploma	Baccalaureate Degree	Masters Degree	Orientation	In Service Training
Center Director or Supervisor						
Teacher						
Classroom Aides						

- B. The state has established the following staff to client ratios:

one teacher to _____ clients
one teacher's aide to _____ clients
No requirements set _____

- C. The state requires that the following supportive professional services are available to clients in state aided or operated day training programs:

Psychologist
Social Worker
Speech Therapist
____ Nurse
____ Other
____ None of the Above

- D. If information is available on the average annual salaries of personnel in state operated or supported day training centers, please fill out the following:

<u>Title</u>	<u>Average Annual Salary</u>
Director or Supervisor	\$ _____
Teacher	\$ _____
Teacher's Aide	\$ _____
() No information available	

V. IMPACT OF PUBLIC SCHOOL PROGRAMS

A number of states are beginning to offer educational programs for all handicapped children (including the severely and profoundly retarded) through the public school system. Explain what impact, if any, this trend toward the so-called "zero reject" concept of education is having on the provision of specialized day training services for the mentally retarded in your state.

State _____

Name _____

Title _____

Agency _____

Date _____

Nature of Program	TYPE OF SUPPORT				BASIS FOR DETERMINING STATE SUPPORT				
	Not Reporting	Grant-in-aid	Contractual Agreement	Direct Operating Expenses	Other	Per Capita	Class Units	State Operating Budget	Other
State									
Alabama	X								
Alaska	X								
Arizona	X								
Arkansas		X	X		X			X	
California					X				X
Colorado	X								
Connecticut		X		X				X	
Delaware				X				X	
Dist. of Col.			X	X				X	
Florida		X	X					X	
Georgia			X			X			
Hawaii			X	X				X	
Idaho		X	X	X					
Illinois		X						X	
Indiana		X			X				
Iowa		X	X		X			X	
Kansas		X	X		X			X	
Kentucky		X	X	X				X	
Louisiana			X				X		
Maine		X		X	X				
Maryland		X				X			
Massachusetts				X	X			X	
Michigan		X						X	
Minnesota		X						X	
Mississippi*									
Missouri		X		X					X
Montana					X				X
Nebraska			X					X	
Nevada				X	X	X			
New Hampshire		X			X			X	
New Jersey			X	X				X	
New Mexico			X					X	
New York		X	X	X				X	
North Carolina		X				X			
North Dakota		X						X	
Ohio					X	X			
Oklahoma			X			X			
Oregon			X					X	
Pennsylvania	X								
Rhode Island*									
South Carolina			X	X				X	
South Dakota		X	X					X	
Tennessee			X					X	
Texas		X		X				X	
Utah				X				X	
Vermont*									
Virginia		X						X	
Washington		X	X		X			X	
West Virginia			X	X				X	
Wisconsin		X	X		X			X	
Wyoming			X					X	
Puerto Rico	X								
Virgin Islands	X								

* Does not have state operated day training centers.

Appendix C

State	1970 State Population	Total Served in State Supported Day Trng. Ctrs.	No. Enrolled per 100,000 population	Nat'l Ranking	Total State Dollars Appropriated	Percent of Average State Contribution	Average Annual Expenditure per Client	Nat'l Ranking
Alabama*	3,451,000							
Alaska*	305,000							
Arizona*	1,792,000							
Arkansas	1,926,000	1,450	75.3	9	\$ 600,000	13.3	\$ 413.10	27
California	19,994,000	695	3.5	38	1,000,000	25.0	1,438.83	9
Colorado*	2,225,000							
Connecticut	3,039,000	657	21.6	25	n/a	100.0	n/a	
Delaware	550,000	140	25.5	21	354,185	80.0	2,529.89	4
Dist. of Col.	753,000	600	79.7	8	1,000,000	90.0	1,666.66	7
Florida	6,845,000	700	10.2	32	500,000	15.0	714.28	20
Georgia	4,602,000	5,300	115.2	4	8,082,230	27.5	1,524.94	8
Hawaii	774,000	320	42.6	16	448,000	50.0	1,400.00	10
Idaho	717,000	n/a	n/a		n/a	n/a		
Illinois	11,137,000	9,609	86.3	7	12,600,000	43.0	1,311.27	12
Indiana	5,208,000	n/a	n/a		1,933,363	26.0	n/a	
Iowa	2,830,000	620	21.9	24	796,100	n/a	1,284.03	13
Kansas	2,248,000	560	24.9	22	300,000	18.0	535.71	24
Kentucky	3,224,000	1,500	46.6	14	1,309,623	60.0	873.08	18
Louisiana	3,644,000	1,300	35.7	17	1,240,385	100.0	954.14	17
Maine	995,000	100	10.1	33	n/a	5.0	n/a	
Maryland	3,937,000	1,800	45.7	15	3,985,901	75.0	2,181.05	5
Massachusetts	5,699,000	1,527	26.8	20	1,936,006	80.0	1,268.50	14
Michigan	8,901,000	1,550	17.4	28	4,300,000	90.0	2,774.12	3
Minnesota	3,822,000	2,200	57.6	11	2,900,000	50.0	1,318.18	11
Mississippi**	2,216,000							
Missouri	4,693,000	n/a	n/a		n/a	n/a	n/a	
Montana	697,000	55	8.2	34	25,576	18.0	465.01	26
Nebraska	1,490,000	450	30.2	19	529,200	15.0	1,176.00	15
Nevada	493,000	246	49.9	12	212,500	45.0	863.82	19
New Hampshire	742,000	900	121.3	3	131,000	20.0	145.55	32
New Jersey	7,195,000	1,048	14.6	30	3,100,000	100.0	2,958.96	2
New Mexico	1,018,000	1,600	157.2	2	500,000	33.0	312.50	28
New York	18,260,000	n/a	n/a		n/a	n/a	n/a	
North Carolina	5,091,000	217	4.3	36	240,000	40.0	1,105.99	16
North Dakota	618,000	103	16.7	29	25,000	8.0	242.71	30
Ohio	10,688,000	10,740	100.5	5	7,106,910	25.5	661.72	21
Oklahoma	2,572,000	90	3.5	37	n/a	25.0	n/a	
Oregon	2,102,000	1,300	61.8	10	540,000	40.0	492.30	25
Pennsylvania*	11,817,000							
Rhode Island**	951,000							
South Carolina	2,596,000	630	24.3	23	411,077	25.0	652.49	22
South Dakota	666,000	n/a	n/a		n/a	n/a	n/a	
Tennessee	3,932,000	800	20.3	27	475,000	12.5	593.75	23
Texas	11,254,000	2,418	21.5	26	4,156,077	53.0	1,718.80	6
Utah	1,069,000	130	12.2	31	n/a	n/a	n/a	
Vermont**	447,000							
Virginia	4,653,000	2,173	46.7	13	412,957	50.0	190.04	31
Washington	3,414,000	1,082	31.7	18	326,665	20.0	301.90	29
West Virginia	1,746,000	96	5.5	35	320,000	80.0	3,333.33	1
Wisconsin	4,433,000	12,000	270.7	1	1,650,000	15.0	137.50	33
Wyoming	334,000	321	96.1	6	33,333	15.0	103.84	34
Puerto Rico*	n/a							
Virgin Islands*	n/a							

* Not reporting.

** Does not have state operated day training centers.